



Summer 2024



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BUILDING
for the
FUTURE

WADDES DON

Voice
magazine

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From the Headteacher

Our curriculum statement is deliberately ambitious. It outlines our aim "to meet our students' needs and to raise their aspirations so that they flourish socially and academically, during and beyond their time at Waddesdon."

One aspect which has always delighted me about this statement, is the equal emphasis we place on life during and also *beyond* our students' time at Waddesdon.

Surely, the purpose of education is to enable people to embrace life, to do things that they never imagined possible and to have a positive impact on the lives of others – *now and in the future*. Together with families, our job is to enable young people to develop a lifelong love of learning, to try new things and, ultimately, to lead a life of value.

Although the front cover shows the exciting development of the Jacob Rothschild Sixth Form Centre, due for completion in early Spring 2025, you may have noticed that the camera focus is actually on the athlete in the foreground as she clears the high jump. Just as that student is confidently facing her Sports Day challenge, so does the strapline 'Building for the Future' relate to the hurdles (or high jumps?) our young people will face, and overcome, as their lives unfold.

Throughout this edition of the Voice, you will see examples of the curriculum we provide at Waddesdon which is designed to enable our students to flourish socially and academically *now* and, I hope, into the *future*. Embracing and celebrating diversity, engaging with learning in a myriad ways, and delighting in music,



Matthew Abbott

sport and team-building, are at the heart of how we deliver our curriculum statement.

As the year draws to a close, I would particularly like to thank our school staff whose enthusiasm, passion and energy enable our students to thrive, think big and build for the future.

As our school's Bible verse attests, life is a challenging mix of light and shade, but with the right foundations, self-belief and personal reflection, the promise of life in all its fullness is open to us all.



About the cover

This term's cover shows Year 9's Sienna leaping for glory at our recent Sports Day (see page 22), with our emerging new Jacob Rothschild Sixth Form Centre as a backdrop. As we celebrate 60 years of our school's history this year, we can reflect on our past, present and future.

The new building appears five times in this issue of the magazine. Can you spot them all?



READY FOR Take-Off!

Our Year 7 Art students enjoyed a fascinating visit to the Manor, looking at ways in which birds have been interpreted in art. In turn, they were inspired to make some bird sculptures of their own, as Harry and Hattie explained.

We went to Waddesdon Manor on 3rd July to see a cool exhibition based on the Rothschild family's

links with birds, both in the natural world and in fine art.

We used a sheet to draw different birds displayed in and around the house. There were so many!

We saw paper sculptures made by Andy Singleton and hand painted porcelain which was very detailed. The paper sculptures were colourful and replicated the artwork in the porcelain.

The bird that stood out the most to us was the Rothschild Peacock Pheasant, which was hiding among plants in the orangery. We walked

to the aviary where we saw topiary (plant sculptures) in the shape of birds, as well as rare and expensive breeds including the Rothschild Myna.

There was an unusual installation which, when you spoke to it, it would speak back to you in bird song. We were inspired by the birds to create our own paper sculpture back at school. We used inks to capture the brightness and folded card to create feather effects.

We really enjoyed trying something new!





It turns out that we can organise a trip to a brewery! Year 12's Keira tells us what a visit to a local brewhouse taught her and her class about the science behind fermentation and brewing. Cheers!

On Monday 17th June, our Year 12 class embarked on an educational trip to the Booby Trap Brewery in Westcott. This visit is a crucial preparatory step for our Year 13 coursework, during which we will delve deeply into the science behind fermentation in beer production. Mr Baker (Philip), the Head Brewer at Booby Trap, was our guide for the afternoon and he was very knowledgeable and passionate about his beer.

Upon arrival at the brewery, Philip first gave us a brief overview of the brewery's history. He then explained the significance of fermentation in beer production, setting the stage for our afternoon of further exploration and learning.

We started our visit in the malting area, where we learnt about the initial steps of beer production. Philip described how barley is used to produce malt, a key ingredient in beer. This process enables enzymes in the barley to convert starches into fermentable sugars, which are essential for fermentation.

Next, we moved to the mashing and lautering sections. Here, we saw the large vats where malt is mixed with hot water to extract those vital sugars. Philip explained how the temperature and timing of this process can significantly affect the flavour and body of the final beer produced.

The highlight for many of us was then being shown the fermenters, large vessels where yeast is added to the wort (the liquid extracted from the mashing process). Philip detailed how yeast consumes the sugars and produces alcohol and carbon dioxide – the core products from fermentation. We also learned about how different strains of yeast can impact the taste and characteristics of the beer.

The visit to the Booby Trap Brewery undoubtedly provided us with an excellent foundation for our Year 13 coursework. However, it has also opened our eyes to potential career opportunities within the brewing and biotechnology industries.

Mr. Sampson and Miss Connell's efforts in organizing this trip are greatly appreciated, but the biggest thank you must go to Mr Baker who gave so kindly of his time and knowledge to us all.



Our Year 8 English students were inspired by a visit to the Manor's Guercino exhibition to interpret the paintings in haiku poetry. Nia-ama tells us more about what was behind this creative synthesis.

Visiting Waddesdon Manor was a phenomenal experience. A bus took us up the hill and when we arrived, we were then saw an enormous fountain and the Manor in front of us. It was amazing to see how massive it was as well as seeing a few of the different rooms and stairways!

My favourite room was the red room located directly opposite the front door, which was used as the main lobby/sitting room where everyone would go.

After we were taken to a special room that had paintings by one of the greatest painters of the 17th century, the talented Italian Francesco Barbieri known as Guercino. We were asked to create haikus (Japanese poems of seventeen syllables in three lines of five, seven, five) to respond to five of his paintings, including: King David, the Cumaean Sibyl, and the painting lost, then found in Paris in March 2022, Moses.



King David

Powerful and kind
Longing for a clear future
A true son of God.
Eva

Wanting everything,
Cloth, white as angels above,
Life: blue like the sky
Lara

Colour engulfs him
the royal silk questions me
with the paint's story
Jack



Moses

Looking up to God
the skin of his face shone bright
shock identified.
Nia-Ama

See God, face-to-face
eye to eye, when you see him
praise his loyalty.
Ruby

Rich with dignity
Yet longing for salvation
Just a shepherd boy
Amelia

An unknown sighting
His eyes telling a story
Truth revealed to him.
Bongiwe

Two of the pictures are on loan from the National Gallery and one from Buckingham Palace. The remaining pictures are in the Manor's collection.

The exhibition continues until October. I enjoyed going and making haikus and I would love to go again to explore more.



Sibyl

Him, the winged angel
Staring, intensely staring,
Into the future.
Summer

Darkness closing in
Prophecies written in stone
What will happen next?
Thea

It's in his young hands
The young child grips the future
It is sealed in stone
Amelia

PRESSURE Cookers



Cooking doesn't get tougher than this! Our Year 9 Food students had a taste of kitchen competition as they vied to be Waddesdon's ultimate MasterChef, as judged by two professional chefs.

Our Year 9 Food students participated in the first ever Waddesdon MasterChef competition on Wednesday, 10th July.

On competition day the students had one hour to prepare, cook and present a technically skilful, and tasty

international dish to our chef judges, Ben Mabley (ex-student and UK Winner of Young Chef) and Anthony Lamb (Waddesdon's very own Chef).

Dishes ranged from gyoza, crab ravioli, Turkish manti, gnocchi and mille

feuille, to strawberry pancakes. The chefs' absolute favourite dishes were fish and chips with tartar sauce - fresh filleted seabass with turmeric batter - whipped up by Vinnie, and a delightful crab ravioli created by Lyvia.

The Waddesdon MasterChef winner trophies were awarded to Vinnie and Izzy, with runners up being Joseph and Ollie, and third places going to Jack and Lilly. Everyone, however, was outstanding in both their effort and commitment to the competition.

Here is a reflection from Ben Mabley, alumnus and winner of the UK Young Chef competition:

"The level of excitement and hard work that the students put in really shone throughout the day, which made it truly exciting and a pleasure to be a part of. The skills, techniques and flavours on show from the Year 9s were extremely impressive. Hats off to them, and to the teachers who put the time and effort in for them to thrive.

It would be a pleasure to return and I am excited to see what they produce in the future!"

Lily, third place, commented:

"For this project I chose New Zealand as my cuisine. I chose this cuisine because it is not well known and introduced me to many new dishes, such as pavlova, fish and chips and a rack of lamb. These dishes tested my skills and ultimately showcased my ability to work well with food. I really enjoyed this module as it allowed me to explore and try new things."



Magnifico!!

A group of Food students from Year 10 took a once in a lifetime culinary tour of Sorrento to find out how some of the greatest food in the world is made. Molto bene!!!



In June, we had the amazing opportunity to go to Sorrento, Italy. This entailed us visiting many intriguing sites and learning lots of new technical cooking skills. During the trip we were taught how to make authentic pizza dough, Italian-style gelato and mozzarella at a local farm. This enabled us to broaden our knowledge of different food techniques and how these are used within different cultures.

Furthermore, we had many exciting outings such as sightseeing around the town of Sorrento, exploring the coastal town of Amalfi and having a very fascinating guided tour around Pompeii.

Overall, this was a great experience and we are very grateful to have been taken abroad to learn about different cultures and how they cook in other areas of the world. **Hannah and Charlie**

In June, 31 students were lucky enough to fly to Sorrento on a school Food trip. I really enjoyed the trip to Italy. I had a lot of fun and really enjoyed going out to the beach. We also went into Sorrento town and took a beautiful tour along the coast to Amalfi. The resort we stayed in was on the side of a cliff so we had many stairs to climb to go to the restaurant and then back up to our rooms. I really appreciate the trip being organised for us. **Tjedu**

The trip to Sorrento was amazing and I am so glad I went. Unfortunately, we were not able to complete certain activities like climbing Vesuvius and going to Capri as there were a number of unfortunate events which prevented us doing it. However, even without those experiences, it was a once in a lifetime opportunity and I am so lucky to have been able to experience it. **Year 10 Student**



Glorious Mud

On 2nd March 2024, I decided to take part in the annual Scout event, 'Endurance 60'. This is an event which hundreds of scouts take part in every year, attempting to walk (endure) up to either 10 kilometres (for Beavers), 40 kilometres (for Scouts with an adult leader), 60 kilometres (Explorers) or 80 kilometres (Explorers and leaders).

Last year, I took part in E60 and, after a rather 'eventful' 10 hours, dropped out at 45 kilometres. This year, I decided to take part in Endurance 60 again with Jack, who is also in Year 10, and Explorer Scouts from other schools in an attempt to beat our previous record.

As well as embarking on this arduous challenge, we decided to raise money for a charity of our choice through sponsorship. We set up a Just Giving page to raise money for 'Sepsis Trust' in honour of my aunt who died extremely suddenly aged just 45 in September 2023. Not only was this raising money for an extremely good cause and making people aware of the

risks of sepsis, this gave us a motive to keep going and walk as far as we could.

During our journey, we had many obstacles, including extreme weather and excessive lakes of mud! The rain for the 2 weeks prior to the event was torrential which affected the fields and the ground. This made things twice as hard as we were consequently wading through water, getting our feet wet, whilst trying to stay positive.

After 19 hours and 8 minutes of continuous hiking (from 9am to 4am the next day), and with the help of many blister plasters, we reached our end goal, the full 60 kilometres. I am incredibly proud of myself and our team as it took great perseverance and determination, pushing me to my absolute limits, mentally and physically.

I would like to say a big thank you to all teachers and staff who supported me by kindly donating so generously to my Just Giving page.



Year 10's Lily took part in a quite incredible 60 kilometre endurance walk. As she told us, the achievement was made all the more impressive by having to contend with very wet and muddy conditions.



Absolutely Intriguing!

Our Year 10 computer scientists travelled to a Festival of Artificial Intelligence in Oxford. Would Cameron and Josh be the first to welcome our robot overlords?

On Tuesday 4th June, the Year 10 Computer Science class were welcomed to Oxford Brookes University to hear about Artificial Intelligence.

After having been introduced to the concept of AI, one of the professors, an expert in machine learning, told us about how Large Language Models (like ChatGPT) work. He then told us about the flaws in said LLM, especially the earlier GPT-3 which is the predecessor and obviously inferior to GPT-4 and GPT-4o.

At lunch we listened to a psychology professor who researches how AI can be used in therapy. For example, robots can help small children with counselling. The professor showed us a 1960s program capable of automated cognitive behavioural therapy. To test this method of

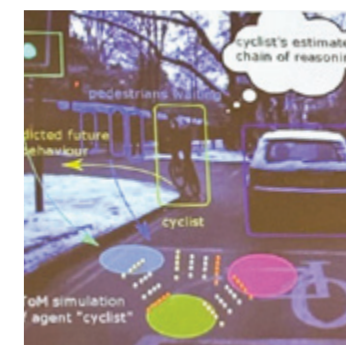
thinking we tried it on a member of the group which was surprisingly successful...

Delving deeper, we looked into a modern equivalent of the 1960s therapy system, which was so convincing that over the course of a few months people had formed full relationships with it. Some people even wanted to marry it!

Then the most interesting part came when the head of innovation from Blenheim Palace told us about how they use AI to predict foot traffic and also ground worms under their 7-megawatt solar farm. Blenheim Palace has a gamut of sensors that are used to make predictions. He showed us some of the sensors. We then listened to recordings of *the worms* that he's been developing the technology for. He also passed

around a brick that had fallen off the building recently, as they'd been trying to predict when failures will occur.

Our final talk of the day was from the professor at Oxford Brookes who works on their automated car team. They've been trying to make an automated car that can race around a track at high speed. They came second at Silverstone last season and are hoping to place first this time around. So far, their car hasn't hit its full potential because the technology hasn't matured, but they expect further improvements. He also told us about how road legal self-driving cars work, and how they could work together to become more efficient than human drivers, and the struggles with trying to build a dataset for every possible road condition.



USE YOUR Voice

On 4th July, the United Kingdom held a general election, an event that captured the attention of the nation and provided an educational experience for many students at Waddesdon Church of England School. Witnessing democracy in action was both exciting and enlightening, as it underscored the importance of civic engagement and the power of everyone's voice.

At the polling station, I observed people from all walks of life coming together to exercise their right to vote. The sense of unity and shared

purpose was truly inspiring. It made me think about how, despite our differences, we all play a crucial role in shaping the future of our country.

Labour won a majority in the general election with a total of 416 seats, the new Prime Minister of UK now being Keir Starmer.

The election results were a true reflection of the diverse opinions held by the UK electorate. I was really shocked by the difference in the total seats between the Labour (416) and the Conservative (121)

Year 12's Malina writes about our recent UK general election, and about why it's important use our democratic Voice if we want our views to be heard.

parties.

From my personal standpoint, voting is a powerful tool that shapes the future. It is inspiring to witness the passion of people who cast their ballots, believing that their chosen party will bring positive change. By voting, people actively influence policies, social justice, and economic opportunities, crafting a better and more inclusive society.

Every vote counts; together we can build a better tomorrow.

Gregor and Charlie were among our Year 10s who explored how countries make their voices heard democratically in the UN, by taking part in a Model United Nations General Assembly (MUNGA).

During MUNGA, all Year 10 students took part in a mock UN council meeting and discussed some serious global issues that hold a prominent place in discussions and summits between world leaders. We were divided into 30 countries, each tasked with researching five main problems in each country; state security, global economics, health epidemics, child exploitation, and environmental issues. We then had to decide how we would solve the problems and which countries we needed to help us with our solutions.

At the start of the day, representatives from each of the 30 countries delivered a speech on their nation, outlining the issues they faced and how they, as a country, could contribute to the session. For some, it takes a lot of courage to stand up and deliver a speech to so many people, especially on a topic that they may not be an expert on, but all the speeches were



interesting as well as informative.

Countries then discussed their resolutions, coming up with a final 5 for the council to debate and vote on. A clear favourite emerged, which was a resolution on supporting global economics. This resolution was debated, and a final vote was taken. The result was in favour of this resolution and it was passed.

Although there were other pressing

problems such as climate change, war and immigration issues, Year 10 felt that there was a current problem with the economy across the world and that a global approach was required.

We'd like to thank Citizenship teachers, Mrs Branton, who chaired the committee, Mary (Year 11 student) who assisted Mrs Branton, and Louis, an ex-student who was supporting the conference from The Hague.

As the sun set, Quainton Railway Centre buzzed with excitement and anticipation: the Year 11 Ball was a glamorous celebration marking the end of GCSE exams for the students of Waddesdon School.

The historic railway centre, with its vintage trains and rustic charm, provided a unique and picturesque backdrop for the evening's festivities. Fairy lights twinkled overhead, casting a magical glow over the scene. The students made their grand entrances in an impressive variety of attire, showcasing their personal styles and celebrating their achievements in spectacular fashion.

The evening was filled with laughter, joy, and a few tears as

the students danced the night away. The DJ provided the perfect soundtracks, playing everything from the Conga, Macarena and classic 80s tracks, ensuring there was something for everyone, even the teachers!

As the night drew to a close, the students gathered for one last photo in front of the vintage steam engines, capturing a moment that they would remember forever. It was a night of celebration, not just of their academic achievements, but of friendships, memories, and the exciting future that lies ahead.

The Year 11 Ball was more than just a party: it was a symbol of hard work, perseverance, and the end of an important chapter in the students' lives. As they move forward to new challenges and opportunities, they do so with the confidence that they can achieve anything they set their minds to.



We've had a
BALL

On 7th and 14th of June, some Year 7s came together to cook, and prepare different meals, from different origins. This was part of the Circle of Life project, a national project, set by Disney's The Lion King production. From Biryani to Sushi, the Year 7s tried hard to execute a delicious dish.

Alongside the cooking, we also created a colourful and informative poster or presentation, detailing all that we had learnt about different cultures. Our favourite part of the project was cooking, trying other people's superb dishes, and finding more interesting facts about other cultures. Some other dishes we made were tanghulu, peppermint crisp tarts, and a Greek charcuterie board.

From frying to baking, we think all the Year 7's did an excellent job!



Our GreenPower team returned to action with two eventful heats, the first at Lotus Hethel. Year 8's Lottie, Violet and Phoebe described the action at the second race at Castle Combe.



BACK ON TRACK

On Sunday 2nd June 2024 the GreenPower team went to Castle Combe circuit to race our three GreenPower cars. We all had to arrive at 7am, unload the cars in the paddock and then head to scrutineering, which we passed with no issues. We all got suited up and ready for briefing and the start of the practice races.

Timetable

- Scrutineering - Went around with no issues, with quick pitstops
- 9am practice race started
- 10:45am 1st race started
- Overall, in Race One, Year 8 came 24th, Year 9 came 49th and Year 10 came 21st
- 3:15pm 2nd race started
- Overall, in Race 2, Year 8 came 18th, Year 9 came 70th and Year 10 came 43rd
- 5:30pm results



The first race went pretty well for us. However, near the start of the race there was a red flag so everyone who was on the track had to stop. We were worried because we thought there was a serious crash, but our car was fine. Apparently, the problem had been with a car that had come off the track because the driver was messing around over radios. Around 10 minutes later all the cars were able to continue driving. The rest of the race was good and there were no more accidents!

Then the F24+ race happened (we weren't involved) which is the older group, with 16 to 25 year olds. At that time, we were all having lunch, and got ready for the next race.

The second race started off very well, especially as there were no red flags. The first drivers went round the track fast and changed drivers quickly. Unfortunately for the second driver of the Year 9's car, the chain came off because it was a new chain which had stretched and that put them out of the race. Luckily, they went on the grass before their car fully stopped so there were no red flags. At around the time for the third driver of the Year 8's car, the Year 9 car was pulled in and back to the van to get fixed quickly.

Overall the day was amazing, as the weather was really hot and the racing was both exciting and unpredictable!



It wasn't just about performance on the track: our team showed the Waddesdon Way by helping out a competitor who had run into trouble, earning ourselves the "Spirit of GreenPower" trophy in the process. We received this wonderful email from the team we helped, expressing their thanks.

I would like to pass on my sincere thanks to your team and, in particular, your team leader. In between Race 1 and Race 2, we had a nightmare with a puncture on one of our cars. We first realised we hadn't packed our tyre levers, so went begging for some from other teams - Waddesdon stepped up and, without question, offered the loan of theirs. We then set about changing our inner tubes. And what a palaver that was! Lots of struggling and straining later we realised we had inadvertently put a hole in our brand new inner tube whilst putting it on. We then did this a further 4 times at which

point, we had exhausted all of our stock of inner tubes.

Enter Waddesdon. Your team leader and another student came over to see how we were getting on, and after explaining our predicament, they selflessly offered us their last remaining spare inner tube. This inner tube went on without a fight (it was a more appropriate size than the ones we had ordered) and we were able to get back out just in time for the second race.

Without your team's generosity and selfless spirit, we definitely

would not have got our car back out on track, and my students would have been heavily disappointed. I did nominate the school for the 'Spirit of GreenPower' award and I do hope they received it (unfortunately we weren't able to stay for the awards giving).

I wanted to pass this on so you can not only congratulate the team on their amazing results over the weekend, but for also being outstanding ambassadors for their school, for GreenPower and for being generally wonderful and selfless people".



Photo: Jonathan Rogers/Spacesuit Media



Year 7's Zaynab and Keisha led an assembly on the subject of colourism, and they told us more about how bias in society can happen in ways we may not realise.

After attending the 'We Need to Talk about Racism' group (WNTR), we decided that it was important to share the issues surrounding colourism in an assembly for the whole school.

The topic of colourism is something that affects both men and women, but is not always obvious to everyone. We found that unfortunately it has been normalised in many societies, including our own, where people do not always ask why people of darker shades are not represented in the media or in higher paid jobs.

During our research and discussions in the WNTR group we found out that some fashion magazines did not cast models with darker skin, saying that this would negatively affect their sales. We also found out that an estimated \$20.10 bn is predicted to be spent on skin bleaching products in 2024, many of which cause damage to the skin.

In the assembly we explained how colourism continues to exist in today's society unnoticed, for example only a few supermarkets will have a range of plasters to match different skin

colours, or tights; even sunscreen does not consider diversity of colour. Many people with darker skin colour find that the white sunscreen can cause them to have a white cast on their skin, making them look odd.

We hope that having the diverse posters around school and the assembly that we delivered will educate students about how it is important to understand that all skin colours are beautiful, particularly if they have not experienced colourism themselves.



COLOUR *Balance*



La Belle FRANCE

Our Year 8 students enjoyed a trip across the channel to enjoy some French culture. Eva and Rose tell us about an enjoyable and educational visit.

We are writing on behalf of all the 40 students who went on the French trip to the Opal Coast which was so much fun! The experiences and places we visited were amazing and very enjoyable, and it even gave us chances to make new friends.

On the Wednesday we all met on the bus at 6:30am and, despite our fatigue, we made our way from Waddesdon to Dover ferry port. As soon as arrived in France, we drove to the Chocolaterie de Beussent Lachelle where we learnt how to make chocolate and even taste some samples. After, we continued our journey to the hotel, which was small, but cosy because we were with our friends, which made everyone feel excited for the rest of the trip. We had dinner at a friendly restaurant, after which nous avons joué au laserquest! It was very different because there were ramps and different floors which meant we had a great time and made lots of funny memories.

Thursday was both amazing and interesting because we spent the morning at Nausicaá, the biggest aquarium in Europe. We saw poissons, méduses, requins et

reptiles; there were too many things to count! In the afternoon, we went to a snail farm where we could hold them and someone even put them on his face. Somehow, some people managed to eat the snails, which we could never do! They came in different flavors like garlic, which was one of their favourites.

Going to the beach was one of our favourite parts of the trip because we got to see the sunset and we had amazing fun and laughter together. Someone even buried themselves! It felt like we were all family and wished it would never end. We headed back to the hotel for our final night in France, with everyone in the coach singing their hearts out.

We began the last day by having a French breakfast and getting everything packed up and ready to go, and then we went to a bakery to learn about making bread and croissants. We were given free croissants which were delicious, and had the chance to purchase our own pastries and bread. After the bakery we boarded the coach and headed to the ferry port to come home.

This trip was an unforgettable

experience, and we had an amazing time. We can guarantee that no one will forget it. We have made so many memories with friends and even some of the teachers. No one wanted to come home, but we all missed our families. We recommend this trip to anyone who wants to have lots of fun, so if you get the chance to go on the Year 8 French trip, then ask your parents about it because it is a once in a lifetime opportunity.

Thank you to the teachers who came on this trip. We all had so much fun and are very grateful for the work that you put in to organise these trips for us.



WaddFest is a celebration of the whole of life here at Waddesdon, and this year, on the school's 60th anniversary, it celebrated our history too. Year 12's Khaya was one of our star performers, and she told us about how important it is that WaddFest recognises all of our contributions.



All of Us



More Photos



There are so many ways to describe WaddFest, the easiest being fun, loud and a celebration of culture!

As a school, we are so lucky to be able to put on such a festival and this year, being a Sixth Former, helping out backstage and setting up has really given me a new appreciation for the people that make this work. The effort from students and teachers alike creates a sense of togetherness that is hard to describe.

I find it difficult to describe the emotions that stood out for me. Somewhere between the sun going down, crowds pulling together and performers shining with the pride that emanated from everyone, the importance of days like this was highlighted.

The 'We Need to Talk about Racism' group also played a huge part in inviting different cultures to share their special traditional food with others, somehow proving that even though we have differences, we are all the same spirit and community. The Sixth Form ran various charity group stalls so that



everyone could take part in raising money for the Jacob Rothschild Sixth Form Centre, while keeping a fun and cheeky atmosphere!

WaddFest is also one of the rare occasions when different year groups can come together and mix. Being in Year 12, with the responsibility to set a good example and encourage younger students to follow our steps was of course expected, but something I am also proud of is how easily it came to everyone.

Being able to see the efforts pay off was so rewarding and I am sure it will have started a chain of inspiration that will ripple through years to come and bring out new passions and talents. This event really showcases Waddesdon's unique ability to have everyone shine through as independent individuals, yet we also shine out of other people too by empowering them.

Definitely a night not easily forgotten and memories that will build firm foundations for a fabulous future - perhaps clichéd, but absolutely true!



EXHIBIT "A"

This year's Annual Art Exhibition was a joy to curate, for me the final exhibition I will have been involved in before I retire, and an absolute triumph. Showcasing the work of over a hundred and thirty candidates from GCSE and A Level across three subjects: Art & Design, Graphic Communication and Photography. Parents, carers, staff, governors and friends visited the Private View early in June. On the following two days pupils from within the school and Waddesdon Primary came to marvel at the work of our examination students. Over a thousand people visited the exhibition.

We are so proud of the pupils' creativity and individuality and are delighted that many of our Year 13 students are going on to pursue a creative degree or career. I am now looking forward to visiting next year's exhibition which promises to be equally impressive.



Our annual exhibition of our Art and Media students' work is always eagerly anticipated, and was made all the more special this year for being the last to be curated by our outgoing Head of Art, Mrs Davis.



REVISION *in Mind*

On Monday 15th April, the Psychology Department held a Revision Conference for our A Level students and we were lucky enough to host Jean-Marc Lawton as our keynote speaker. Jean-Marc wrote the AQA approved textbook that we use and has over 20 years' experience as a senior examiner.

It was a fascinating day that brought Psychology to life and an excellent opportunity for our students to spend the day taking part in focussed, active revision. Following on from the success of the day, we hope to make the Waddesdon Psychology Revision Conference an annual event. Watch this space for the next exciting speaker...

BOOK *Club*

Our Year 8 Carnegie Shadowing Group have been reading and discussing the books shortlisted for this years prestigious literary prize, choosing their favourite ahead of watching the award ceremony. Whether to snack was not open to discussion.

Carnegie shadowing was an after-school experience for a group of students who were picked to participate in a huge competition which involved thousands of schools.

We were given a small range of books which we would read. Once we had finished a book, we would write a review on the Carnegie Shadowers website.

During each session, we did a different activity based on one of the books. On the last day, we all sat down (with snacks!) and discussed which one our winner would be (our group's choice was "Crossing the Line" by Tia Fisher) before watching the final results.

The Shadowers' Award went to "Crossing the Line" by Tia Fisher and the overall Carnegie Medal winner was "The Boy Lost in the Maze" by Joseph Coelho.

Our reviews:

Crossing the Line by Tia Fisher
I found that the book was really good and fun to read and it showed us how easy it is to be brought

into things and that we need to be careful. **Samuel**

Choose Love by Nicola Davies

We chose love. It uses unique metaphorical language to create images in your head. When we saw the poem 'Spiderman', we were confused but the way they conveyed the message with a popular topic makes the story feel well crafted. The images and illustrations were very well drawn and get you thinking. Don't choose hate, CHOOSE LOVE.

Oscar, Noah and Jacob

Away With Words by Sophie Cameron

A really moving and enjoyable story with very important topics like Natalie's selective mutism and Gala's struggles with understanding English. I love how words were scattered all around the pages in different shapes and fonts; it really puts Gala's frustration and struggles into perspective. This book really makes people feel for Gala and Natalie, and want to learn more about their problems and although I struggled at first to get into it, it had a lovely ending and was worth reading! **Abbie**





Our Beacon Group students have been out and about recently. In January, the Year 8 students travelled to Oxford to visit Somerville College. Archer told us about what they learned from the day.

On January 26th, 2024, the Year 8 Beacon Group went on a trip to Somerville College to find out about and explore the college which is part of Oxford University.

As we got off the bus, we were greeted by a friendly person called Eren who worked at the college. He took us through a PowerPoint presentation about the college and what to expect there.

After that, he asked us a 'big' question: Does music matter? We had to think about it and deconstruct our thoughts into smaller parts. We had an interesting discussion about the question and considered many different perspectives.

Later we had a tour of the college and found out about its history. We went in the library and went to look at the games room and bar and we saw all of Somerville's competition wins against the other colleges.

After lunch we went outside the college to look at the city around it. We went to places such as the Ashmolean Museum and Pitt Rivers and walked around Broad Street. Later that day, we went back to the college to get onto our coach and said goodbye to Eren.

This trip was amazing as I got to know more about this college and what it has accomplished.

Also, the food was really good!



Our Year 9 Beacon Group students took a fascinating look into the workings of a courtroom as they took part in a mock trial competition.



The Magistrates Mock Trial event is a national competition in which students simulate a trial in a courtroom environment. The 'case' is released prior to the event and students take on a 'role' in the trial including magistrate, lawyer, witness, defendant, court usher and legal advisor. After much preparation in prosecution and defence teams, on the day of the event each team competes against different schools in a real courtroom with real magistrates.

Here Rhiannon explains how we got on... "We first started preparing for the mock trial just after Christmas. We met once or twice a week to prepare questions and speeches and to discuss the case. Our first mock trial was in Milton Keynes Magistrates Court, with our first round being the defence, in which the defendant was found guilty. However, the verdict of the trial doesn't affect the total points received.

Round 2 was the prosecution, and in this trial the prosecution were successful in convincing the magistrates of the guilty verdict. Points are scored by all team members for their roles and we came second in the

heat out of 9 schools so we progressed to the regional final. In addition to this, Emily Spinage received an award for best legal advisor in the competition.

As we waited for the date for the final to be announced, we started to prepare for it. It was a different and more challenging case and some members of the group switched to roles they felt more comfortable and more confident in. The final was being held in Croydon Crown Court and, as it is quite a journey, the entire group took the minibus. On the way, we had a final practice trial, with people sitting in the approximate areas they would be in the court room. This time, the prosecution played in round 1 and in that trial, the verdict of not guilty was decided by the magistrates. In round 2, the defence successfully managed to persuade the magistrates to a not guilty verdict."

"It was such an amazing experience and I learnt so many incredible things that I will take with me come the future." **Phoebe T**

"I really enjoyed it. It made me realise how many different opportunities there are." **Emily**

"I was so lucky to have experienced something like this. I can even see myself in this line of work." **Sophia**

"It was a really incredible thing to be a part of as it really showed that putting hard work into something pays off. It was a really good life experience and I am very glad to have been a part of it." **Phoebe D**

It was a great achievement to progress to the regional finals and compete with schools across the south of the country. The students performed so well as a team and supported each other through the whole experience, learning new skills and gaining an understanding of the justice system.





Winning SPIRIT

Sports Day was not only a festival of sporting endeavour but an opportunity for us to come together as the Waddesdon Community. Mr Kennedy told us why he was so proud of the spirit that our students showed.

Despite a wet and blustery week, the weather cleared and Waddesdon Sports Day began. On the back of a successful athletics season, with our Inter Boys making the Midlands 'B' Final and the school's 1st place overall in the district athletics championships (a feat not achieved for nearly 20 years), the big questions were who would be crowned sports day champions and would any records fall.

Students jumped, dashed and heaved with all their might and determination to secure personal bests and attempt to get the best score for their form.



The day was hugely successful and the key stand out points are always the way the spectators clap, scream and cheer for not only their form but, at times, for those who need that extra support when a race becomes challenging. This is the Waddesdon Way. The optional distance relay still holds a special place allowing all students to play a part on the day. The other stand out moments were the incredible achievements of the following students who broke long-standing records in:

Year 7 Boys High Jump
Will Cleaver 1m44

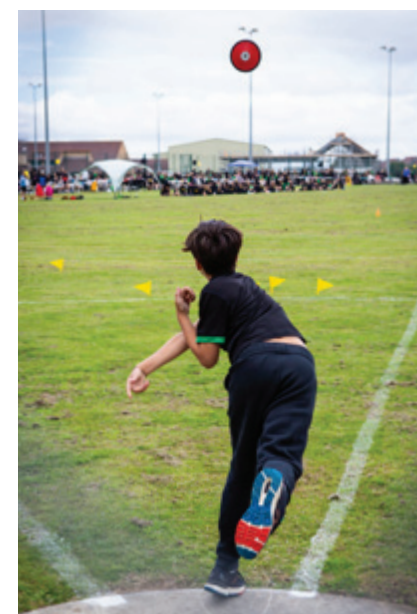
Year 10 Girls 100m
Lucy Workman 13:56

Year 10 Boys Discus
Seb Mattheou 32m94

Year 10 Boys 1500m
Joe Storey 4m50

The final moment of surprise came at the end of the day when four sixth formers from different forms combined to have a go at a school record in the 4x100 metres relay. This new team raced against the clock and were able to create a new school record of 49.13. It is this desire that I found delightful.

Well done to everyone whatever part you played, and I look forward to next year's event.





A band of A Level History enthusiasts embarked on an enlightening journey to the Waddesdon Archives at Windmill Hill in early July. Once there, we delved into the chapters of the Rothschild family history, with a particular focus on uncovering information on the deep-seated roots of anti-Semitism. This was not only to enhance our understanding of the history of anti-Semitism, but also to realise the impact, still felt to this day.

Nestled in the picturesque Buckinghamshire countryside, Waddesdon Manor, a testament to the Rothschild family legacy, was the remarkable backdrop for this educational expedition. The Manor's archives are a treasure trove of historical

documents offering valuable insights into the socio-political matters affecting the Rothschild family through the ages.

As the first History A Level group from school to have access to the Archives, thanks to the Head of Archives and Records, Catherine Taylor, we were afforded a valuable insight into specific documents which shed light on the history of European Jews and their harrowing experiences throughout the 20th century. We were also presented with the opportunity to explore Rothschild advocacy, with the archives providing ample evidence of their efforts to combat prejudice and support Jewish communities.

The student team, alongside Miss Hoe and Ms McIver, enjoyed an interactive session, analysing first-hand sources such as personal letters, telegrams, images and parliamentary legislation. This allowed us to foster a deeper understanding of this particular strand of history which we can then use as evidence in our coursework.

This trip to the Waddesdon Archives, with its wealth of historic evidence, has undoubtedly left a lasting impression on us as historians, reinforcing the role of history and its importance within education. A sincere thank you to Catherine for enabling us to visit and for all her expertise.



Once again, Mr Dipple returns with a fiendish mathematical conundrum to give your brain a workout, and to give you a chocolatey treat if you are the first to present him with the solution. Good luck and good solving!

If $a \times b = 2$,
 $b \times c = 24$,
 $c \times a = 3$,
and a, b and $c > 0$,
what is the value of $a+b+c$?



During Heritage Day, all members of our school had the opportunity to dress up in their cultural clothes, to celebrate the diversity of our community. This day brought about a new wave of curiosity and awareness for students and teachers, as everyone learned about the culture and ethnic backgrounds of their peers, as Year 12's Zoha tells us.

During the whole school assembly, a group of Sixth Form students promoted their personal heritages with pride, educating their teachers and peers, and bringing light to how different a body of people can be yet work so beautifully together to create a supportive community, like Waddesdon School.

The assembly ended with an amusing and light-hearted video that included teachers and students talking about their own heritages. This was a great way to learn more about the people we see every day and help students possibly form a new type of connection with each other, as they learn to be respectful in their curiosity

and appreciate what makes everyone unique.

When students learn about their peers' cultural backgrounds, they become more open-minded and appreciate the richness of diverse traditions, which is an important point that the "We Need to Talk about Racism" (WNTR) group felt needed to be made clear. The assembly was able to offer first-hand insights to cultures many may not have been aware of previously, in a hope to break down any stereotypes and prejudices present. By valuing diversity, we build a stronger and more compassionate school community.



For a day, the school was filled with stunning, bright and vibrant colours from students and teachers' cultural dress. Waddesdon was lucky enough to see garments from all around the world this Heritage Day, from saris and shalwar kameezes from South Asia, West African kaftans and dashikis, Polish skirts, known as spodnička and thobes originating from the Middle East.

The array of styles and clothing encouraged many students to see beyond their cultural bubble and gave other students a chance to show off a part of their lives that many of their teachers and friends don't normally see, giving them a day where they did not feel like the minority as they were surrounded by other members of our school community who also bravely displayed the uniqueness of their ethnic backgrounds through their dress.



FAREWELL and Thank You

We would like to thank our staff members leaving us this term and wish you all the best for the future. We will miss you!



Mrs Davis



Mrs Rayner



Mrs McKenzie



Mr Dowrick



Mr Lee



Mrs Champness



Miss Mead



Miss Paterson



Sr Fernandez



Mr Trafford



Mr Dell

Year 12 biologists Faith and Sofia accompanied their fellow students on a trip to Whipsnade to measure biological diversity.

What could a Biologist enjoy more than a visit to the zoo?!

Located in Whipsnade Zoo is a site of special scientific interest (SSSI) where we carried out an A Level practical which we need to pass one of our required assessments. This practical explored how biodiversity changes across different sites of the SSSI, requiring us to analyse the difference of nutrient levels and their effect on the varying biodiversity.

After we collected our data, we had the rest of the day to explore the zoo. Highlights included seeing baby animals such as the giraffe, born only four days previously and the baby meerkats. After we arrived back, we returned to our scientific work, recording our findings and beginning to process our data.



BIOLOGY WINNERS

This term Waddesdon Biology students have again taken part in the UK Biology Competitions, competing against thousands of students across the UK. Questions are based on the curriculum but also reward students whose knowledge of the subject has been increased by reading books and magazines, watching natural history programmes, taking notice of biological items in the news and having a general knowledge of the biological world around them.

Following their successes last year, five Year 13 Biologists competed in the Biology Olympiad. A huge well done to Ben Jarrett for achieving a Bronze award and Ethan Perry who was awarded a Silver award. We wish them all well as they study Biological Sciences at university next year.

Year 12 Biologists competed in the Intermediate Biology Olympiad this term. Of the 33 Waddesdon students who took part, Hannah, Ewan and Sofia achieved Bronze awards, Rob achieved a Silver award and Henry achieved a Gold award! These achievements can be used in their university applications and we look forward to seeing what they can achieve in the Biology Olympiad next year!

Year 9 and 10 Biology students competed in the Biology Challenge alongside over 43,000 students from schools worldwide. We are delighted that 12 of our students achieved Bronze certificates, and a special congratulations to Olivia in Year 9 and Josh in Year 10 who both achieved a Gold award.





The workshop involved us giving the Year 8s the 'Little Red Riding Hood' story, but in French. This allowed the Year 8s to engage more as it was a fun activity. They did use a glossary to directly translate the words they didn't know from French to English. However, they were good at using their common sense to string the words together to form a sentence, such as using cognates. The children learned a lot of new vocabulary that they could use to go on to do French GCSE in the coming years.

The main purpose of this workshop was about making the students understand that the literal translation from French to English will not always make sense in the English language. Even at Primary

level when we worked on Little Red Riding Hood, they quickly found that out when they were using the glossary. For example, when Little Red Riding Hood says 'la maison de ma grand-mère', the literal translation would be the house of my grandmother. The children found out that they had to swap grandmother and house to form 'my grandmother's house' to make it make sense.

I would say this workshop made me develop some skills as much as the Year 8s. For me, I engaged in communication skills and in understanding where the Year 8s needed help. I also felt that I grew in my professionalism because it was like being a teacher for a few hours and

getting them to learn different words.

This workshop was important for the Year 8s as they gained new linguistic abilities and learned how a lot of the words relate to English. The workshop may have inspired them to take French up a level and decide to do it for GCSE. This is because they were intrigued by finding a story that they loved and comprehending it in a whole different language.

I believe having Sixth Form students to help with this workshop is an important factor because we are experienced in the French criteria for school having taken French GCSE and A Level.



We'd like to congratulate our girls' netball teams who have represented Waddesdon brilliantly this season.

It has been a wonderful year of netball at Waddesdon, with two teams playing in each year group and three in Year 8. The amount of netball and the improvement in the teams' performances have been astonishing this year, and reflective of the students' commitment and effort at training.

A huge congratulations goes to the 7A, 8B and 9B teams who all won their respective District Leagues and have therefore achieved promotion for next season. This is a wonderful achievement, particularly for the 8B team who will be playing alongside the A team in the top league in the district.

We are also so proud to congratulate the 8A and 11A netball teams who are District Champions, having dominated the top flight leagues throughout the season, ultimately securing victory. These talented netballers grew throughout the season and consistently showed their prowess on the court, thoroughly deserving their titles of District Champions 2024.

We can't wait for the start of the 24/25 netball season and are excited to work hard at training and see it pay off in our fixtures. Well done to all of this year's netballers!



WADDathon

As a community, we wanted to show support for some of our students who have been going through a very challenging time. So we set a challenge for as many in the school as possible to move 1-2k each day for a week and raise £1 for every kilometre that was completed.

Two of our students chose a charity each to give all money raised to, and we even landed a match funder to double all donations received. The charities were Bowel Cancer UK and The Henry Allen Trust. It was wonderful to see the commitment of so many students and staff to this challenge – showing up every lunchtime as well as after school to run, skip and walk.

The challenge was wholeheartedly backed by so many people who donated money and time in helping. To date we have raised £1,650 overall. The motivation behind this event was to step out of our comfort zone to help others, to see the power in community and bring a small glimmer of hope. Thank you for making those things happen.





More Photos

ACTION

From zoo trips and camping, to treetop walks and team building exercises, Years 7,8,9 and 10 have seen action and adventure on their activity days.



Year 8 Camp was the longest of our activities. Toby tells us about a very action-packed two days of outdoor fun.



On Thursday 4th July, there was a great sense of excitement in the air as we arrived at school eager to depart for our two day Year 8 Camp. Fittingly, for the whole journey there, the bus was full of laughter and smiles.

When we arrived at our campsite, we were kindly greeted by the staff, and we were quick to get stuck in, putting up our tents right away; there may have been a couple of bumps and struggles along the way, but we got there in the end!

We then had a camp briefing where we got into our groups, so we were ready to begin our adventure. As soon as the activities started, we were all enthusiastic and threw ourselves into any challenge we were given, whether that be heights or getting into the water. By the end of the day, we were all starving and ready for food. For dinner we had a well-deserved meal from the local fish and chip shop. Unsurprisingly, after all the activities and challenges, we were exhausted and quickly fell asleep. It was a bit of an early morning for some of us, but we managed. After we got up, we got ready for the fun, but tiring day ahead of us. We filled up with breakfast to prepare for all the exhausting activities that were to come. We were

then swiftly off to our first activity of the day. In between each activity, there was a huge array of snacks and cakes waiting for us upon arriving back at the camp site. This is what kept us going throughout the day!

Unfortunately, the weather did take a bit of a turn and it started raining as the grey clouds rolled over Longridge, but that didn't stop us from doing our activities and having the time of our lives: we kept going even if we were cold and wet. Some of our activities included climbing, raft-building, the giant swing and crate-stacking as well as many more.

Once all our activities came to an end, we started to get ready to go. We began to take down our tents and pack our bags, but then the weather really took a turn for the worse: it began to pour down! Luckily, we were mostly packed. We loaded up the coaches ready to leave after an amazing two days of fun. We headed back to school with smiles plastered across our faces. Our coach ride back was accompanied by a chorus of laughter.

There was such a profound sense of happiness and joy throughout the whole trip!

STATIONS!

Our Year 7s travelled to Whipsnade Zoo to see the amazing variety of animals that live there. Arthur was on hand to record what he saw for us.

On Year 7 Activity Day, we travelled to ZSL Whipsnade near Dunstable (where I used to live!) on a coach with my friends. We were really excited to be going on our first activity day.

When we got there we saw the aquarium with all the marine life. This was my favourite as I love all underwater life and it made me feel very serene. I also loved seeing the lizards which were near the water.

Then we went to the butterfly enclosure and I noticed one with an owl pattern on it. It scares predators away and attracts other butterflies. We also saw a praying mantis on some thorns and a small crab. Then we saw 'The Bug Colony' including a red bug, but mostly they were yellow.

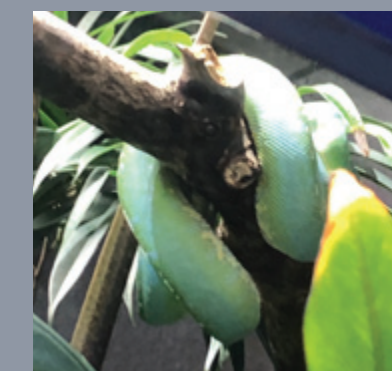
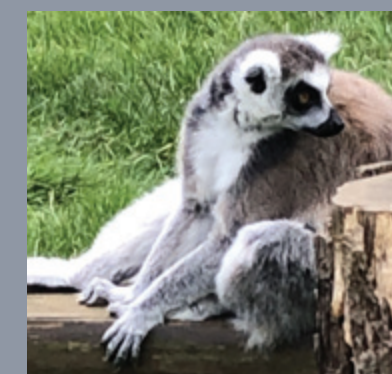
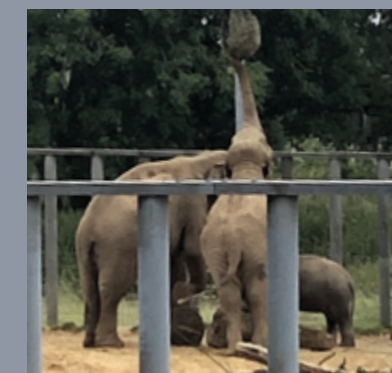
We saw larger animals, including elephants, which are sacred in the Hindu religion. It was interesting to learn about how some cultures view certain animals as being sacred.

We saw the long-necked giraffes and we also saw the baby giraffe. They were so tall that they could look over the top of the fences of their enclosure.

I saw the lemurs and they were 'really cool, doing hardcore parkour' which also really reminded me of when I used to live in Dunstable.

We had lunch on some benches and at the end we saw a bird show, including parrots and birds of prey. One swooped down and almost hit someone in the audience!

I had really enjoyed seeing Whipsnade again after 5 years of being away and remembering previous trips there with my family.



Our Year 10s enjoyed problem solving and team-building exercises. Could they learn to work together to beat the other teams?

Activities Day saw Year 10 competing against each other in a variety of different challenges. The students were thrown together in teams with peers who they wouldn't normally work with, and the successful teams demonstrated admirable teamwork, leadership and communication, all underpinned by their rapidly increasing maturity!

Congratulations to the winning team; enjoy spending your vouchers!



Radio GAGA

**Our Year 12s took over
the airwaves as they 3D
printed their own radios.
Elanas tells us how they
tuned in and turned on.**



This term we were tasked with designing and creating a working radio, incorporating CAD (Computer Aided Design) and CAM (Computer Aided Manufacture).

After sketching initial designs, we made cardboard models to determine scale and proportions for the project. We then used a CAD program called Fusion 360 (also used by industry experts for Product Design and Engineering) to design our products. Each of these stages took a good few weeks so we could perfect our masterpieces.

When we were well into our 3D models of the project on CAD, we began to learn

how to solder wires together.

This involved using a lead-free solder which we melted using a soldering iron, then placed on the wire. We then carefully read the instructions to our radio system which we began soldering together; this involved carefully making sure each component went into the correct spot, and then precisely soldering them to ensure that the circuit would work correctly.

While we did this the 3D printers were busy whirring away, and our projects were slowly emerging. We slowly assembled the projects, ensuring that all the electrical components were

safely connected and any exposed wiring covered by either insulating tape or electrical shrink wrap.

Using a mix of adhesives, we finally assembled the projects and started tuning, with some of us lucky enough to tune into Greatest Hits, Heart and unfortunately Classic FM...

Overall, the project challenged us in multiple areas, such as CAD production, soldering, and for some of us our patience! We learnt a lot and couldn't be more grateful for the opportunities we are provided in the DT department.

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